

**THE IMPLEMENTATION OF TEACHING READING BASED ON
COMPETENCY-BASED CURRICULUM (CBC) IN ENGLISH
TEACHING AT THE FIRST YEAR STUDENTS
OF SMP BABUSSALAM
PEKANBARU**



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By

**NURUL AHYAR
NIM. 10014017171**

**FACULTY OF EDUCATION AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1428 H/2007 M**

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A Thesis

Submitted in Partial Satisfaction on the Requirements
For the Bachelor Degree in English Education
(S.Pd.I)



By

**NURUL AHYAR
NIM. 10014017171**

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
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ABSTRACT

This paper is entitled “The Implementation of Teaching Reading Based on Competency-Based Curriculum (CBC) in English Teaching at the First Year Students of SMP Babussalam Pekanbaru”.

Teacher is a person who gives knowledge to students. The teachers are qualified and have joined the CBC trainings several times, but they still find difficulties. Based on the English teachers' experiences, the writer finds some problems, especially in teaching reading based on Competency-Based Curriculum in that school. They are as follows: English teachers still have difficulties in applying the formulated teaching reading based on Competency-based Curriculum, English teachers do not have good or appropriate materials to be taught and English teachers are not able to relate the materials to students' experience.

This research was carried out at SMP Babussalam Pekanbaru. The subject of the study was the English teacher and the object of this study was the implementation of Competency-Based Curriculum in teaching reading. English teachers (2) are the sample of this study. This research uses total sampling. However, the students to be sample are taken only to be the informants of crossing checked data interviewed to them.

In analyzing the data, the writer used a technique of qualitative description by percentage as formulated below:

$$P = \frac{F}{N} \times 100\%$$

And to know the level of the teachers' is classified into four categories: good, enough, less and bad.

Based on result of the research, the writer can conclude that the implementation of teaching reading based on competency-based curriculum at SMP Babusalam Pekanbaru is categorized into enough. This can be evidenced from percentage that is acquired. The item “YES” is 60.41% and “NO” is 39.59%.

There are 4 factors that influence the implementation of teaching reading based on competency-based curriculum in English teaching at the first year students of SMP Babusslam Pekanbaru. They are:

1. Teacher
2. The students
3. The facility
4. Materials

SUPERVISOR'S APPROVAL

The thesis entitled *The implementation of teaching reading based on competency-based curriculum (cbc) in English teaching at the first year students of SMP Babussalam Pekanbaru*, that is written by Nurul Ahyar NIM. 10014017171. It is accepted and approved to be examined in the meeting of the final examination team of under Graduate Degree at Faculty of Education and Teacher Training State Islamic University Sultan Syarif Kasim Riau.

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Approved by

The Chairman of English
Education Department


Drs. Promadi, MA, Ph.D

Supervisor


Drs. H. Kalayo Hasibuan, M.Ed, TESOL

EXAMINER' APPROVAL

The thesis entitled *The implementation of teaching reading based on competency-based curriculum (cbc) in English teaching at the first year students of SMP Babussalam Pekanbaru*, that is written by Nurul Ahyar NIM. 10014017171. It is accepted and approved and had been examined by the final examination team of undergraduate degree Faculty Education and Teacher Training Faculty of State Islamic University Sultan Syarif Kasim Riau on 01th of Rajab 1428 H/15th of July 2007 M. To Submitted in Partial of the Requirements for the Bachelor Degree in English Education (S.Pd.I) at English education department.

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Approved Examination Committee

Chairman

Drs. Hartono, M. Pd

Secretary

Drs. Promadi, MA, Ph.D

Examiner I

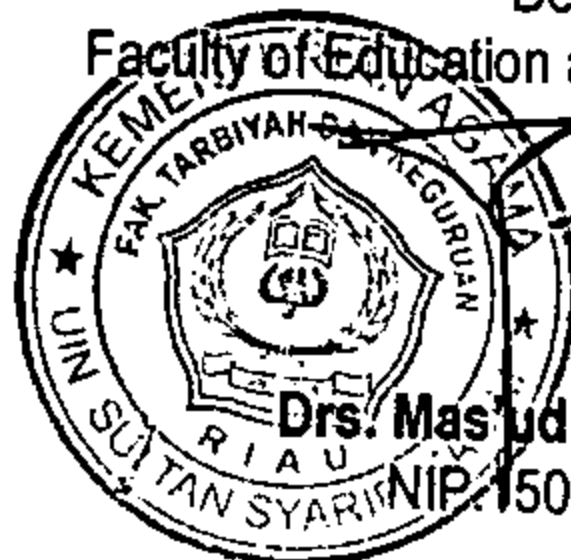
Drs. H. Abdullah Hasan, M. SC

Examiner II

Drs. Promadi, MA, Ph.D 7/9-2010
Dr. Raihan, M. Ed

Dean

Faculty of Education and Teacher Training



Drs. Mas'ud Zein. M. Pd
NIP. 150234595

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The Writer

CONTENTS

	Page
Abstract	i
The Approval Page	ii
Acknowledgement	iii
Contents	v
The List of Table	vii
CHAPTER I INTRODUCTION	
A. The Background of the Problem	1
B. The Definition of Term	3
C. Setting of the Problem	3
D. The Reason of the Choosing of the Title.....	4
E. The Objectives and Significant of the Study.....	5
CHAPTER II THE THEORETICAL REVIEW	
A. The Theoretical Framework	6
1. Definition of Reading	6
2. The Nature of Curriculum.....	7
3. The Nature of Competency – Based Curriculum (CBC).....	8
3.1 The Principles of Competency– Based Curriculum.....	8
3.2 The Evaluating System.....	10
4. Teaching Reading in Competency - Based Curriculum.....	11
5. Three Phases Involved in Reading	17
6. Strategies and Method in Competency-Based Curriculum.....	20

7. Evaluation	22
8. The Factors that Influence Teaching Learning Process	22
B. Relevan Concept.....	24
CHAPTER III THE RESEARCH METHODOLOGY	
A. The Location of the Research	26
B. The Subject and Object of the Study	26
C. The Population and the Sample of the Study.....	26
D. The Research Instruments.....	28
1. Observation	28
2. Interview.....	28
E. The Data Analysis Technique	28
CHAPTER IV DATA PRESENTATION	
A. The Data of research	29
B. The Data Presentation	42
C. Data analysis	43
D. The influential factors for the implementation of teaching reading competency based curriculum	45
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion	47
B. Suggestion	48
BIBLIOGRAPHY	
APPENDIX	

THE LIST OF THE TABLE

	Page
1. Table 3.1. The Implementation teaching reading based on Competency-Based Curriculum (CBC) in English Teaching at the The first year student of SMP Babussalam Pekanbaru	27
2. Table 4.1. Teacher "A" Observation I	30
3. Table 4.2. Observation II	31
4. Table 4.3. Observation III	32
5. Table 4.4. Observation IV	33
6. Table 4.5. The Recapitulation of the Observation Teacher "A"	34
7. Table 4.6 Teacher "B" Observation I	36
8. Table 4.7. Observation II	37
9. Table 4.8. Observation III	38
10. Table 4.9. Observation IV	39
11. Table 4.10 The Recapitulation of the Observation Teacher "B"	40
12. Table 4.11 The Recapitulation of the Observation	45



CHAPTER I

INTRODUCTION

A. The Background of the Problem

English is a widespread and important language in the world today. It is used for everything from international academic conferences to news reports and popular music lyrics. It is used also for communication between native speakers and nonnative speakers of English between nonnative speakers. Even though it does not have the greatest number of speakers in the world, it is the most widely used language in the world, and more people will probably use it in the future.

In some countries, English is the sole or dominant language. It has that role in the United Kingdom, the United States, Canada, Australia, New Zealand, and Ireland. All of these countries are former British colonies and consider English as their first language. In other countries, English is widely used, particularly among people who have no other language in common, even though it is not the dominant language of the country. For example, English is widely used in Hong Kong, Singapore, Nigeria, the Philippines, and Malaysia. In such countries, it is often used as a means of communication between people who have different native languages and they consider English as their second language.

On the other hand, English in Indonesia is spoken and taught at schools, especially at secondary level as a foreign language. Then, one of the language skills taught at Junior High School students is *reading*. Based on the 2004 curriculum (2004: 7), the main objective of teaching reading to Junior High School students is that students are able to comprehend meaning nuances (interpersonal, ideational, and textual) in various written texts for communication, text structure, and certain linguistic components.

Furthermore, as it is also stated in the curriculum for Junior high school, competency standard required is that students are able to comprehend text types (genre) such as explanation, commentary, and review (2004:7).

Moreover, in Competency-Based Curriculum, the material of reading is set in order to again student's language skill. In addition, the goal of learning process is to obtain the skill of reading. In relation to this, Celce-Murcia, Dornyei and Thurrel (1995) state that language is a communication, not only just a set of rules. The implication of this theoretical view is a language competency model, which has been set to build students' ability in reading comprehension. In implementation of Competency-Based Curriculum (CBC), the role of teacher covers some aspects; planner, manager, facilitator, evaluator, etc.

The Junior high school of SLTP Babussalam Pekanbaru is one of education institutions under Department of religion; and English is one of the compulsory subjects that must be taught there. The teachers are qualified and have joined the CBC trainings several times, but they still find difficulties. Based on the English teachers' experiences, the writer finds some problems, especially in teaching reading based on Competency-Based Curriculum in that school. They are as follows:

1. English teachers still have difficulties in applying the formulated teaching reading based on Competency-based Curriculum.
2. English teachers do not have good or appropriate materials to be taught.
3. English teachers are not able to relate the materials to students' experience.

Based on the symptoms above, the writer perceives that the implementation of teaching reading based on Competency-Based Curriculum needs to be investigated. Therefore writer would like to carry out a research entitled:

“The Implementation of Teaching Reading Based on Competency-Based Curriculum (CBC) in English Teaching at the First Year Students of SLTP Babussalam Pekanbaru”.

B. The Definition of the Terms

1. Reading is study; perusal of written or printed matter intended to be read (Witty, 1971: 228).
2. Curriculum is the subject included in a course of study or taught the particular school, college, etc. However, in this research, the curriculum, which is called Competency-Based Curriculum (CBC), is an interrelated set of plans and experiences that are intended to prepare the students to have both personal and social competition abilities.
3. Competency-Based Curriculum (CBC) is knowledge, skills and abilities or capabilities that a person achieves, which become part of his or he can satisfactorily, perform particular cognitive, affective and psychomotor behavior (Ashan, 1981: 45).
4. Teacher is a person who gives knowledge to students (Homby, 1989).

C. The Problem

1. The Identification of the Problem.

It has been identified that a research focuses on the teaching reading based on Competency-Based Curriculum. English has many unpredictable problems and so does it implementation. The problems of this study are identified as follows:

1. How is the implementation of Competency-Based Curriculum in teaching reading at the first year students of SLTP Babussalam Pekanbaru?

2. How do English teachers teach English based on Competency-Based Curriculum?
3. What are the factors that influence the implementation of Competency Based Curriculum (CBC) in teaching reading at SLTP Babussalam Pekanbaru?
4. What efforts have the English teachers done to implement English teaching based Competency-Based Curriculum (CBC) at SLTP Babussalam Pekanbaru?

2. The Limitation of the Problem

It is necessary to limit the problems, which are discussed in this paper. The problems are limited to the implementation of Competency- based Curriculum in teaching reading at the first year students of SLTP Babussalam Pekanbaru and the factors influencing it.

3. The Formulation of the Problem

In line with the identification and the limitation of the problem above, the main problem of this research can be formulated as follows:

1. How is the implementation of Competency-Based Curriculum in teaching reading at the first year students of SLTP Babussalam Pekanbaru?
2. What factors influence the implementation of English at the first year students of SLTP Babussalam Pekanbaru?

D. The Reason of Choosing the Title

The writer is interested in this study because of some reasons:

1. This study is relevant to the writer's specialization as the student of English Education Department of Teacher's Training and Education Faculty.

2. The writer can conduct this research, in term of expenses, time, and capability for completing the research report.
3. The title of this research is relevant to the areas of the study in which the English department of UIN SUSKA Pekanbaru is very concerned about it; and it is relevant information to develop for an ideal teaching reading.
4. As long as the writer knows, this study has not been researched yet.

E. The Objective and the Significance of Study

1. The Objectives of the Study

- a. To obtain the data on the implementation of Competency-Based Curriculum in teaching reading by English teacher at SLTP Babussalam Pekanbaru.
- b. To obtain the factors influencing the implementation of teaching reading at SLTP Babussalam Pekanbaru.

2. The significance of the Study

This study considered useful to meet the following needs:

- a. As an input for English teacher of SLTP Babussalam Pekanbaru regarding with the implementation of Competency-Based Curriculum in teaching reading.
- b. To give contribution to SLTP Babussalam Pekanbaru.
- c. To enlarge and to expand the writer's knowledge.
- d. To be one of writer's partial requirements for getting bachelor's degree.



CHAPTER II

THEORETICAL REVIEW

A. The Theoretical Framework

The following theoretical framework is intended to explain the theory as the basic principles in carrying out this research.

1. Definition of Reading

Silberstain states in her book *Techniques and Resources in Teaching Reading*, that reading is an active process of the students work intensively, interacting with the text in order to create meaningful discourse. In reading the students also should have the background of experience in order to make out of the written material. According to Harris (1972: 14), reading is the reader's interaction with a printed message across a range of thinking operation as guided by purpose of reading.

Grellet (1981: 7) also says that reading is a constant process of guessing and what one brings to reading a text is often more important than what he finds in it. The reader should be able to use what ha has known in order to understand the element of structure whether this becomes complex or just simple idea. In this case the reader must prepare himself with a lot of knowledge that concerns a language, the ability to distinguish word or group of words that used in the passage, and he ability of his brain to think about the writer's ideas that are written in it.

According to Reinking and Scheiner (in Kustaryo, 1988: 4) reading is an active process of interacting with print and monitoring to establish meaning. In addition Kustaryo (1988: 8) mentions that reading is meaningful interpretation of printed or written verbal

symbol. Furthermore, he concludes that reading is combination of word recognition and intellect, and emotional interrelated with prior knowledge to understand the message. Furthermore, Richard (1984) defines that reading comprehension is the process by which person which person understand the meaning of written language. In addition, Richard (1985: 54) states that reading comprehension is a dialog between an author and the reader. Alexander (1988: 160) states that reading comprehension is a special kind of thinking of thinking process by actively contracting meaning internally from interacting with the material that is read. Successfully comprehension involves the reader's discovering meaning needed to achieve the particular purposes get for, or by him or her. Then, Finonnochiaro (1974: 27) defines reading as getting meaning from printed or written material. Here it can be said that in reading lesson should understand what the reading materials mean.

Finally, based on the 2004 curriculum (2004: 7), the main objective of teaching reading to Junior High School students is that students are able to comprehend meaning nuances (interpersonal, ideational, and textual) in various written text for communication, text structure, and certain linguistic components. Furthermore, as it is also stated in the curriculum for senior high school, competency standard required is that students are able to comprehend text types (genre) such as explanation, commentary, and review (2004: 7).

2. The Nature of Curriculum

According to Mash and Stafford (1984), curriculum is an interrelated set of plans and experiences, which a student completes under the guidance of school. It is clear that the set of plans and experiences are intended to help both the teacher and learning. So, we can assume that every school has its draft and direction to reach its goal. Tyler (1949)

says that 'all of the learning of students which is planned by and directed by the school to attain its education goals'. Its mean that teacher have made the draft of the learning process before they start to teach the language to the students.

From those definitions, it could be concluded that curriculum is a very important part of education since it gives a big influence of how the result of the learning process is and how to attain it. Furthermore, Stenhouse (1975) suggests that the curriculum is open to critical scrutiny; the curriculum itself has been revised over the past time in Indonesia. It has been revised for four times since 1974. In that time, the curriculum was focused on the grammar. The revised item followed this curriculum, called 'supplement 1994 in the year of 1999. At the present, almost all the second and the third year of Junior high school in Indonesia still use this curriculum. The latest revised curriculum is in the year of 2004, which is called the Competency-Based Curriculum.

3. The Nature of Competency – Based Curriculum (CBC)

3.1. The Principles of Competency– based Curriculum

Basically, there are nine principles of developing the Competency-Based Curriculum (CBC), they are (DEPDIKNAS, 2004):

- 1). Moral
- 2). The balance of ethic, logic, aesthetic and kinesthetic.
- 3). Equitable to get the chance of learning
- 4). National integrity strengthen
- 5). Developing of science and information and technology
- 6). Life skill education
- 7). Students – central with continues and comprehensive evaluation

8). Partnership approach

Based on those nine principles, school can develop the Competency-Based Curriculum that is mutual accord with the national education purposes. Then, Competency-Based Curriculum (CBC) is intended to increase students' competition in their social life. Students are the subjects of the education. It means that they do something in the learning process actively, because they are the subjects of learning process. Teachers' roles are not completely nothing to do in the learning process. In spite of being subject, there is a facilitator during the processes of teaching and learning.

To help more understanding in the competency-based curriculum, Isjoni and Kasmianto in their book *Implementasi Kurikulum Berbasis Kompetensi* gives explanation about competency-based curriculum (Isjoni and Kasmianto, 2004):

a. The characteristics of competency-based curriculum:

1. Emphasizing the students' competency-based curriculum individually or classically. In accordance with stated standardization, the student can be classified as successful on the program if he/she able to show achievement based on remained targets. For instance, the students are able to use English correctly based on the explanation above. When the students can be classified an unsuccessful one if he/she is not able to use this language anytime, anywhere, anything, anyway, as stated of above explanation as well.
2. Being oriented to various study results. Competency-based curriculum orientation to study and diversity shows that teaching-learning process can variously be implement in accordance with condition and students

characteristics as long as the procedure and result reflect to efficiency, validity and reliability.

3. Explanation in teaching-learning process will not be achieved satisfied result if is no unbalanced by approaches and various methods whether individual or group approach. Of the explanation above, we can conclude that questioning method, discussion and explanation system need to be developed so that the student's molly understand about discussed material.
4. Source of teaching-learning process are not only teacher but also other references related to the discussed materials. The other references involve: books, environment and computer.

In simple words, competency is knowledge, skills and values, which are reflected on graduate competence, subjects' curriculum, and basic competency. Graduate competency is knowledge, skills, attitude and values that have reflected in thinking and doing habit after the students completed certain level. There are six levels in learning outcomes curriculum that shown the development of learning in a certain subjects. Basic competence is the minimal statement about knowledge, skills, attitude and values, which are reflected on thinking and habitual that are attain after completing certain subjects.

3.2. The Evaluating System

During the process of learning, there must be an evaluating activity by the teacher. The main purpose of evaluation is to obtain better learning process. Another aim of evaluating is to obtain students' development in the process of learning. All evaluations should be reliable and valid. The reliability and the validity of the evaluation depend on the

proof relevance. When the teacher plans the evaluation must be sure that the tests will give relevant proof of students learning outcomes.

Classroom-based evaluation is the evaluation system that is based on the activity of learning in the classroom. The evaluation process is by collecting students' work (portfolios), product, performance, and written forms (paper and pen). There are eight principles that the teacher needs to concern in doing the evaluation. The eight principles are: valid, educative, competency-oriented, fair, continuous, wholly and meaningful.

In the Competency-Based Curriculum, there are three aspects that are evaluated during the learning process. They are philosophy aspect (deals with the students' level of remember, understand, apply, analyze, evaluate, and create (Anderson & Krathwohl, 2001: 31); psychomotor aspect (deals with starting movements, semi-routine movements and routines movements); and affective aspect (deals with affective competence and students' behavior toward the subject and learning process).

4. Teaching Reading in Competency - Based Curriculum

The main purpose of Competency-Based Curriculum is the students' ability in social life. The teachers prepare most of the teaching and learning materials. Commonly, English teachers in a school held a meeting to make a concept of the annual and semester programs, the subject analysis, the lesson plan, and the test. In these programs/syllabus included the four basic competences (listening, speaking, reading, and writing) with the material, indicator, learning experience, time (Anderson & Krathwohl, 2001: 20).

Teacher should motivate and make the students interested in obtaining the knowledge, particularly concerning teaching-learning process. Teacher should pay attention to their students' interest in reading; they usually are more likely to read. In this

case, the teacher motivates the students to read. Nunan (1985) states that teaching reading has three activities, they are as follows:

1. Pre-reading activity

Pre-reading activity helps to establish a proper set for the reading and discussion of the passage. Pre-reading activity used to introduce the topic and to motivate the students to read.

This phase usually has one or more of these functions:

- To stimulate interest in the topic of the text so that students do not come to the text cold
- To introduce language or concept that occur in the text but which students may not know
- To help students in getting of ideas in a difficult text by providing of framework

2. While-reading activity

In while-reading activity, the teacher develops the students reading skill of skimming and scanning. Skimming is reading rapidly general information, and scanning is reading rapidly to find information.

3. Post-reading activity

While the primary function of the while reading activities would be to make students look closely in the text, the purpose of post reading activities would be to look out of the text to see it is relevance to other activities the students may find interesting or useful (Cittravolu, 1995: 129).

In teaching reading, there are many things that the teacher must know well. The teacher must give good attention in order to succeed in teaching learning process. They are as follows:

1. The material

Aebersold (1983: 5) states that before coming to teaching learning process the teacher must design the material that is suitable with the condition of the students and it must be also authentic one the whole are effective at earlier stages of learning, indeed, the use of the authentic text which less proficient learners is to often frustrating and contra productive. Teacher in new situation or who is teaching in a new culture especially needs to be aware of material need. Material that were easily available and commonly used in the classroom in the teacher past experience not be as accessible in the new culture.

2. Vocabulary

Silberstain (1994: 107) states, knowing vocabulary is important for getting meaning from a text. The students need more vocabularies in order to understand the meaning of the sentences. And the ability to determine the meaning of vocabulary items from context is one of the most important aspects of successful reading. In this case the teacher does not need to give meaning of the word but just the keyword.

3. Reading activities

Sandra Silberstain (1994: 102) states, which the teacher must know well many things, deal with reading activities:

- a. Activities should reflect the need and desire of students
- b. Remember that a variety of reading text can provide practice in similar aspects of reading
- c. Reading activities are well placed within the context of integrated language study
- d. Teach before you test

Furthermore, Ur (1993:146) gives suggestion for reading activity. They are as follows:

- a) Pre-question

A general question is given before reading. Asking the students to find out a piece of information central to the understanding of the text.

- b) Do – it – yourself question

Learners compose and answer their own questions.

- c) Provide a title

Learners suggest a title if none is given originally or an alternative if there was.

- d) Summarize

Learners summarize the content in sentence or two

- e) Continue

The text is the story: learners suggest what have happened next.

- f) Preface

The text is the story: learners suggest what happened before.

- g) Gapped text

Towards the end of the text, four or five gaps are left that can only be filled in if the text has been understood.

h) Mistakes in the text

The text has, toward the end occasional mistakes. Learners are told in advanced how many mistake to look for.

i) Comparison

There are two texts on a similar topic, learners note points of similarity or difference of context.

j) Responding

The text is letter or provocative article, learners discuss how they would respond or write answer.

k) Re-presentation

The text gives information or tells a story, learners re-present its content through a different graphic medium such as: a drawing that illustrates the text, coloring and marking a map.

In relation to teaching reading based on CBS, it is necessary to state the goal of it, which is to understand various meanings (interpersonal, ideational, and textual) in various written texts for the purpose of communication, text structures, and certain linguistic components (DEPDIKNAS, 2003). In this curriculum, reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is.

To accomplish this CBC goal, teachers focus on the process of reading rather than on its product.

- They develop students' awareness of the reading process and reading strategies by asking students to think and talk about how they read in their native language.
- They allow students to practice the full repertoire of reading strategies by using authentic reading tasks. They encourage students to read to learn (and have an authentic purpose for reading) by giving students some choice of reading material.
- When working with reading tasks in class, they show students the strategies that will work best for the reading purpose and the type of text. They explain how and why students should use the strategies.
- They have students practice reading strategies in class and ask them to practice outside of class in their reading assignments. They encourage students to be conscious of what they're doing while they complete reading assignments.
- They encourage students to evaluate their comprehension and self-report their use of strategies. They build comprehension checks into in-class and out-of-class reading assignments, and periodically review how and when to use particular strategies.
- They encourage the development of reading skills and the use of reading strategies by using the target language to convey instructions and course-related information in written form: office hours, homework assignments, test content.
- They do not assume that students will transfer strategy use from one task to another. They explicitly mention how a particular strategy can be used in a different type of reading task or with another skill.

The followings are reading activities in CBC:

Before reading: Plan for the reading task

- Set a purpose or decide in advance what to read for
- Decide if more linguistic or background knowledge is needed
- Determine whether to enter the text from the top down (attend to the overall meaning) or from the bottom up (focus on the words and phrases)

During and after reading: Monitor comprehension

- Verify predictions and check for inaccurate guesses
- Decide what is and is not important to understand
- Reread to check comprehension
- Ask for help

After reading: Evaluate comprehension and strategy use

- Evaluate comprehension in a particular task or area
- Evaluate overall progress in reading and in particular types of reading tasks
- Decide if the strategies used were appropriate for the purpose and for the task

Modify strategies if necessary

5. Three Phases Involved in Reading

William (1982:36) argues that to help the learners in reading activity, there are three phases involved in reading: the pre-reading, while-reading and post reading. The teacher can do the three phases on reading activity and they also can have framework, which can help their students.

1. Pre-reading

Pre-reading is the first phase in reading activity. In pre-reading phase, the activities are:

- a. To introduce and arouse interest in topic
- b. To motivate learners by giving a reason for reading

- c. To provide some language preparation for the text

Of course not all of these aims will be relevant for all texts. In some cases the language might already have been introduced, or there may be particular language problems. In any case, language preparation does not mean that the teacher should explain every possible unknown word and structure in the text but that teacher should ensure that the learners would be able to tackle the text task without being totally frustrated by language difficulties.

2. While-reading

This phase draws on the text, rather than the learner's ideas previous to reading.

The aim of this phase is:

- a. To help understanding of the writer's purpose
- b. To help understanding of the text structure
- c. To clarify text content

The traditional comprehension exercise at the end of the text is a typical while-reading activity. In other cases the learner may be asked to find the answer to questions inserted at various points within the text: completing diagrams or maps, making lists, taking notes are other types of while-reading work. Course books and text collection books generally provide plenty of while-reading exercises. What the teacher needs to do is consider what effect this exercise has and whether this corresponds to both his and his learners' aims.

As a rule, while-reading work should begin with a general or global understanding of the text and then move to smaller units such as paragraphs, sentences and words. The reason for this is that the larger units provide a context for understanding the smaller units. A paragraph or sentence, for example, may help the reader to understand a word.

3. Post-reading activity

This phase is the last activity for reading class which the aim as follows William (1982:36):

- a. The consolidate reflect upon with what has been read
- b. To relate the text to learner's own knowledge, interact or view.

According to William (1982: 22), in post reading activity the work does not refer directly to text, but grow up out of it post reading may also include any reaction to the text and to the while-reading work. Setting up and organization of the post reading work depends very much on all the objectives of the programs as a whole. Post reading work should thus contribute, in a coherent manner, to the writing, speaking, and listening skill that that program aim to develop.

The most natural post reading activities would be to ask the students to complete the story (in real life, subsequent newspaper report would certainly follow up the story). So the aim of post reading is intended to help the students consolidate of reflect upon what has been read.

Ur (1993:148) states, when some one needs success in reading, the teacher must know well about the characteristics of efficient reading. They are as follows:

1. Language

The language of the text is comprehensible to the learners.

2. Content

The content of the text is accessible to the learners. They know enough about it to able to apply their own background knowledge.

3. Speed

The reading progressive fairly fast: mainly because the readers has automotive recognition of common combination and does not waste time working out each word or group of words a new.

4. Attention

The reader concentrates on the significant bits and skims the text. May even skip part he /she knows to be significant.

5. Background information

The reader has and uses background information to help understanding the text.

6. Purpose

The reader is aware of clear purpose in reading. For example: to find out something to get pleasure.

6. Strategies and Method in Competency-Based Curriculum

Strategy and method are two important aspects in teaching-learning process. They should seriously be planned and prepared before applying the lesson. It is interested to achieve satisfied result of what target of teaching learning is about. There are some strategies and method in teaching learning. They involve:

1. Observation

Observation is one of the learning strategies that should important be done. For teacher, observation activity can be done to know students' behavior as long as they follow teaching learning process, supporting their understanding related discussed materials.

2. Questioning

The habit of asking anything that relates to discussed subject or material is important. Asking needs to be developed to bring the situation critical as well as increasing their understanding about delivered material.

3. Explaining

Explaining activity can divide from two sides:

a. Students

The opportunity of explaining lesson or discourse, topic is one of teaching learning process for the students. It is purposed to help the students enable to develop confident in understanding, using, and applying the lesson

b. Teacher

The teacher strategically delivers material in order to avoid making noises. On the other hands the delivered material is really understood by the students so that they hardy focus on the lesson.

4. Teacher is a facilitator

The role of teacher in this term is facilitator as well as examiner to strategies and theories related to teaching learning process, where the teacher does not help the students' immediately without their own previous to the lesson.

5. Appreciating the students efforts eventually

The results are sometimes unsatisfied. A teacher should priority positive giving respectful phrases.

2. Students factor

The students have variety of competence and intelligence. And those varieties will influence the situation of teaching learning process.

3. Curriculum factor

This factor includes the subjects and model of interaction between the teacher and the students. And it will influence the teaching learning process.

4. Milieu factor

This factor the building of school, classroom and facilities (library, lab, etc)

Then, there are some factors that can influence the implementation of Competence-Based Curriculum in teaching reading. Generally, the factors can be classified into the following ones (Slameto, 1997: 52):

1. Internal factors include:

Physical factors

- a. Health
- b. Physical defect

Psychology factors

- c. Intelligent
- d. Attention interest
- e. Talent
- f. Motive
- g. Readiness

2. External factors that include:

- a. Family
- b. School
- c. Society

3. Exhausting factor

In teaching reading, there are some components that are important in order implementation of Competence-Based Curriculum these involve (Jakker, 1991:14):

- a. Purpose
- b. Material
- c. Student
- d. Teacher
- e. Method
- f. Evaluation

B. The Operational Concept

The implementation of Competency-Based Curriculum in teaching reading is good, if it is seen from the following indicators:

1. English teacher introduces the topic and material in reading text to the students.
2. English teacher stimulates interest to the students in reading text
3. English teacher and students brainstorm about the topic.
4. English teacher allocates time to the students to read the text.
5. English teacher asks the students to understand the reading text.

6. English teacher helps the students to find general and specific information from the reading text.
7. English teacher gives opportunities to the students to discuss each other about reading text.
8. English teacher gives opportunities the students to relate the reading text to their own experiences.
9. English teacher asks the students to answer the question about reading text by their own language.
10. English teacher provides post-test.



CHAPTER III

THE RESEARCH METHODOLOGY

A. The Location of the Research

This research was carried out at SLTP Babussalam Pekanbaru, Riau Province starting on June to September 2006.

B. The Subject and Object of the Study

The subject of the study was the English teacher and the object of this study was the implementation of Competency-Based Curriculum in teaching reading.

C. The Population and the Sample of the Study

The population of this research was the English teacher at the first year student SLTP Babussalam Pekanbaru. Because this research uses classroom observation for its major instrument to collect the data on the implementation of Competency-Based Curriculum, all English teachers (2) are the sample of this study. This research uses total sampling. However, the students to be sample are taken only to be the informants of crossing checked data interviewed to them.

TABLE 3.1
THE IMPLEMENTATION OF TEACHING READING BASED ON COMPETENCY-BASED
CURRICULUM (CBC) IN
ENGLISH TEACHING AT THE FIRST YEAR
STUDENTS OF SMP BABUSSALAM
PEKANBARU

No	Aspects of observation	Categories	
		Yes	No
1	The teacher introduces the material in reading text to the students.		
2	The teacher stimulates interest to the students in reading text.		
3.	The teacher asks the students to read the reading text.		
4.	The teacher helps the students to finds general and specific information from the reading text.		
5.	The teacher gives opportunities to the students to discuss each other about reading text.		
6.	The teacher gives opportunities to the students to express their idea and opinion.		
7.	The teacher gives opportunities to the students to interact among them.		
8.	The teacher gives opportunities to the students to relate the reading text to their own experiences.		
9.	The teacher asks the students to answer the question about the reading text by their own language.		
10.	The teacher explains the difficult word.		
11.	The teacher gives the students evaluation to measure the students ability		
12.	The teacher gives keyword to the students.		

D. The Research Instruments

1. Observation

The writer directly did classroom observation about the implementation of English in the process of Competency-Based Curriculum in teaching reading at SLTP Babussalam Pekanbaru.

2. Interview

The writer gave a set of questions to interview about the implementation of Competency Based Curriculum in teaching reading.

E. The Data Analysis Technique

This study is a descriptively qualitative. The data are processed and analyzed by totaling, comparing with the total score needed; and then find its percentage. This technique is called descriptive qualitative with percentage. Based on the analyzed data, they are interpreted into qualitative words that consist of four categories such as (Arikunto, 1993: 264):

76% - 100%	= Good
51% - 75%	= Fair
26% - 50%	= Less
Less man 25%	= Bad

The formula used in this research is (Sudijono, 1997:40):

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = Frequency of score

N = Total score



CHAPTER IV

THE DATA PRESENTATION

A. The Data of the Research

In the previous chapter, it has been explained that the aim of the research is to find out the Implementation of Teaching Reading Based on Competency-Based Curriculum (CBC) in English Teaching at the First Years Students of SMP Babussalam Pekanbaru and to obtain the factors that influence it. To collect the data needed in this study, the writer takes the data that involve the information and explanation, gained from the field. Those data were acquired by using observation, interview, and documentation techniques.

The data obtained from observation and interview are qualitative. Furthermore, they are analyzed and finally interpreted. For every item observed, the writer uses two alternative answer, namely "Yes and No".

The data presented here are the results of research toward two English teachers; they are Afrini, S. Pd and Zamharil, S. Pd. The writer observed them for six times.

TABLE 4.1
THE IMPLEMENTATION OF TEACHING READING BASED ON COMPETENCY-BASED
CURRICULUM (CBC) IN
ENGLISH TEACHING AT THE FIRST YEAR
STUDENTS OF SMP BABUSSALAM
PEKANBARU

Teacher's Name : Afrini, S. Pd
 Class : VII
 Observation : I
 Day/date : Monday, 04/09/2006

No	Aspects of observation	Categories	
		Yes	No
1	The teacher introduces the material in reading text to the students.		✓
2	The teacher stimulates interest to the students in reading text.	✓	
3.	The teacher asks the students to read the reading text.	✓	
4.	The teacher helps the students to finds general and specific information from the reading text.	✓	
5.	The teacher gives opportunities to the students to discuss each other about reading text.	✓	
6.	The teacher gives opportunities to the students to express their idea and opinion.	✓	
7.	The teacher gives opportunities to the students to interact among them.	✓	
8.	The teacher gives opportunities to the students to relate the reading text to their own experiences.		✓
9.	The teacher asks the students to answer the question about the reading text by their own language.	✓	
10.	The teacher explains the difficult word.		✓
11.	The teacher gives the students evaluation to measure the students ability	✓	
12.	The teacher gives keyword to the students.	✓	

TABLE 4.2
THE IMPLEMENTATION OF TEACHING READING BASED ON
COMPETENCY-BASED CURRICULUM (CBC) IN
ENGLISH TEACHING AT THE FIRST YEAR
STUDENTS OF SMP BABUSSALAM
PEKANBARU

Teacher's Name : Afrini, S. Pd
 Class : VII
 Observation : II
 Day/date : Wednesday, 06/09/2006

No	Aspects of observation	Categories	
		Yes	No
1	The teacher introduces the material in reading text to the students.		✓
2	The teacher stimulates interest to the students in reading text.	✓	
3.	The teacher asks the students to read the reading text.	✓	
4.	The teacher helps the students to finds general and specific information from the reading text.	✓	
5.	The teacher gives opportunities to the students to discuss each other about reading text.	✓	
6.	The teacher gives opportunities to the students to express their idea and opinion.	✓	
7.	The teacher gives opportunities to the students to interact among them.	✓	
8.	The teacher gives opportunities to the students to relate the reading text to their own experiences.		✓
9.	The teacher asks the students to answer the question about the reading text by their own language.	✓	
10.	The teacher explains the difficult word.		✓
11.	The teacher gives the students evaluation to measure the students ability	✓	
12.	The teacher gives keyword to the students.	✓	

TABLE 4.3
THE IMPLEMENTATION OF TEACHING READING BASED ON
COMPETENCY-BASED CURRICULUM (CBC) IN
ENGLISH TEACHING AT THE FIRST YEAR
STUDENTS OF SMP BABUSSALAM
PEKANBARU

Teacher's Name : Afrini, S. Pd
 Class : VII
 Observation : III
 Day/date : Monday, 11/09/2006

No	Aspects of observation	Categories	
		Yes	No
1	The teacher introduces the material in reading text to the students.		✓
2	The teacher stimulates interest to the students in reading text.	✓	
3.	The teacher asks the students to read the reading text.	✓	
4.	The teacher helps the students to finds general and specific information from the reading text.	✓	
5.	The teacher gives opportunities to the students to discuss each other about reading text.	✓	
6.	The teacher gives opportunities to the students to express their idea and opinion.	✓	
7.	The teacher gives opportunities to the students to interact among them.	✓	
8.	The teacher gives opportunities to the students to relate the reading text to their own experiences.		✓
9.	The teacher asks the students to answer the question about the reading text by their own language.	✓	
10.	The teacher explains the difficult word.		✓
11.	The teacher gives the students evaluation to measure the students ability	✓	
12.	The teacher gives keyword to the students.	✓	

TABLE 4.4
THE IMPLEMENTATION OF TEACHING READING BASED ON
COMPETENCY-BASED CURRICULUM (CBC) IN
ENGLISH TEACHING AT THE FIRST YEAR
STUDENTS OF SMP BABUSSALAM
PEKANBARU

Teacher's Name : Afrini, S. Pd
 Class : VII
 Observation : IV
 Day/date : Wednesday, 13/09/2006

No	Aspects of observation	Categories	
		Yes	No
1	The teacher introduces the material in reading text to the students.	✓	
2	The teacher stimulates interest to the students in reading text.		✓
3.	The teacher asks the students to read the reading text.		✓
4.	The teacher helps the students to finds general and specific information from the reading text.		✓
5.	The teacher gives opportunities to the students to discuss each other about reading text.		✓
6.	The teacher gives opportunities to the students to express their idea and opinion.		✓
7.	The teacher gives opportunities to the students to interact among them.		✓
8.	The teacher gives opportunities to the students to relate the reading text to their own experiences.	✓	
9.	The teacher asks the students to answer the question about the reading text by their own language.		✓
10.	The teacher explains the difficult word.	✓	
11.	The teacher gives the students evaluation to measure the students ability		✓
12.	The teacher gives keyword to the students.		✓

TABLE 4.5
THE RECAPITULATION OF OBSERVATION FOR TEACHER "A"

No	Aspects of observation	Categories	
		Yes	No
1	The teacher introduces the material in reading text to the students.	1	3
2	The teacher stimulates interest to the students in reading text.	3	1
3.	The teacher asks the students to read the reading text.	3	1
4.	The teacher helps the students to finds general and specific information from the reading text.	3	1
5.	The teacher gives opportunities to the students to discuss each other about reading text.	3	1
6.	The teacher gives opportunities to the students to express their idea and opinion.	3	1
7.	The teacher gives opportunities to the students to interact among them.	3	1
8.	The teacher gives opportunities to the students to relate the reading text to their own experiences.	1	3
9.	The teacher asks the students to answer the question about the reading text by their own language.	3	1
10.	The teacher explains the difficult word.	1	3
11.	The teacher gives the students evaluation to measure the students ability	3	1
12.	The teacher gives keyword to the students.	3	1
	TOTAL	30	18

This table shows that the result of observation toward the English teacher A indicates the number of the answer "Yes" is 30 and for the answer "No" is 18. The following is the percentage of the observation result:

$$\text{"Yes"} = \frac{30}{48} \times 100\% = 62.5 \%$$

$$\text{"No"} = \frac{18}{48} \times 100\% = 37.5 \%$$

Based on observation result above, it can be seen that the teacher implemented many aspects. They are as follows:

1. The teacher stimulates interest to the students in reading text.
2. The teacher asks the students to read the reading text.
3. The teacher helps the students to find general and specific information from the reading text.
4. The teacher gives opportunities to the students to discuss each other about reading text.
5. The teacher gives opportunities to the students to express their idea and opinion.
6. The teacher gives opportunities to the students to interact among them.
7. The teacher gives the students evaluation to measure the students ability
8. The teacher gives keyword to the students.

Then, the aspects that are not implemented by the teacher can be seen as follows:

1. The teacher does not introduce the material in reading text to the students.
2. The teacher does not explain the difficult word.
3. The teacher does not give opportunities to the students to relate the reading text to their own experiences.

TABLE 4.6
THE IMPLEMENTATION OF TEACHING READING BASED ON
COMPETENCY-BASED CURRICULUM (CBC) IN
ENGLISH TEACHING AT THE FIRST YEAR
STUDENTS OF SMP BABUSSALAM
PEKANBARU

Teacher's Name : Zamharil, S. Pd
 Class : VII
 Observation : I
 Day/date : Tuesday, 05/09/2006

No	Aspects of observation	Categories	
		Yes	No
1	The teacher introduces the material in reading text to the students.		✓
2	The teacher stimulates interest to the students in reading text.		✓
3.	The teacher asks the students to read the reading text.		✓
4.	The teacher helps the students to finds general and specific information from the reading text.	✓	
5.	The teacher gives opportunities to the students to discuss each other about reading text.		✓
6.	The teacher gives opportunities to the students to express their idea and opinion.		✓
7.	The teacher gives opportunities to the students to interact among them.		✓
8.	The teacher gives opportunities to the students to relate the reading text to their own experiences.		✓
9.	The teacher asks the students to answer the question about the reading text by their own language.		✓
10.	The teacher explains the difficult word.		✓
11.	The teacher gives the students evaluation to measure the students ability	✓	
12.	The teacher gives keyword to the students.	✓	

TABLE 4.7
THE IMPLEMENTATION OF TEACHING READING BASED ON
COMPETENCY-BASED CURRICULUM (CBC) IN
ENGLISH TEACHING AT THE FIRST YEAR
STUDENTS OF SMP BABUSSALAM
PEKANBARU

Teacher's Name : Zamharil, S. Pd
 Class : VII
 Observation : II
 Day/date : Thursday, 07/09/2006

No	Aspects of observation	Categories	
		Yes	No
1	The teacher introduces the material in reading text to the students.	✓	
2	The teacher stimulates interest to the students in reading text.	✓	
3.	The teacher asks the students to read the reading text.	✓	
4.	The teacher helps the students to finds general and specific information from the reading text.		✓
5.	The teacher gives opportunities to the students to discuss each other about reading text.		✓
6.	The teacher gives opportunities to the students to express their idea and opinion.	✓	
7.	The teacher gives opportunities to the students to interact among them.		✓
8.	The teacher gives opportunities to the students to relate the reading text to their own experiences.	✓	
9.	The teacher asks the students to answer the question about the reading text by their own language.	✓	
10.	The teacher explains the difficult word.		✓
11.	The teacher gives the students evaluation to measure the students ability		✓
12.	The teacher gives keyword to the students.		✓

TABLE 4.8
THE IMPLEMENTATION OF TEACHING READING BASED ON
COMPETENCY-BASED CURRICULUM (CBC) IN
ENGLISH TEACHING AT THE FIRST YEAR
STUDENTS OF SMP BABUSSALAM
PEKANBARU

Teacher's Name : Zamharil, S. Pd
 Class : VII
 Observation : III
 Day/date : Tuesday, 12/09/2006


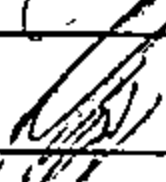
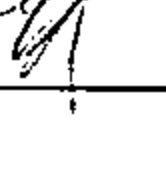

No	Aspects of observation	Categories	
		Yes	No
1	The teacher introduces the material in reading text to the students.	✓	
2	The teacher stimulates interest to the students in reading text.	✓	
3.	The teacher asks the students to read the reading text.	✓	
4.	The teacher helps the students to finds general and specific information from the reading text.	✓	
5.	The teacher gives opportunities to the students to discuss each other about reading text.	✓	
6.	The teacher gives opportunities to the students to express their idea and opinion.	✓	
7.	The teacher gives opportunities to the students to interact among them.	✓	
8.	The teacher gives opportunities to the students to relate the reading text to their own experiences.		✓ —
9.	The teacher asks the students to answer the question about the reading text by their own language.	✓	
10.	The teacher explains the difficult word.	✓	
11.	The teacher gives the students evaluation to measure the students ability		✓
12.	The teacher gives keyword to the students.	✓	

TABLE 4.9
THE IMPLEMENTATION OF TEACHING READING BASED ON
COMPETENCY-BASED CURRICULUM (CBC) IN
ENGLISH TEACHING AT THE FIRST YEAR
STUDENTS OF SMP BABUSSALAM
PEKANBARU

Teacher's Name : Zamharil, S. Pd
 Class : VII
 Observation : IV
 Day/date : Thursday, 14/09/2006

No	Aspects of observation	Categories	
		Yes	No
1	The teacher introduces the material in reading text to the students.		✓
2	The teacher stimulates interest to the students in reading text.		✓
3.	The teacher asks the students to read the reading text.	✓	
4.	The teacher helps the students to finds general and specific information from the reading text.	✓	
5.	The teacher gives opportunities to the students to discuss each other about reading text.	✓	
6.	The teacher gives opportunities to the students to express their idea and opinion.	✓	
7.	The teacher gives opportunities to the students to interact among them.	✓	
8.	The teacher gives opportunities to the students to relate the reading text to their own experiences.	✓	
9.	The teacher asks the students to answer the question about the reading text by their own language.	✓	
10.	The teacher explains the difficult word.		✓
11.	The teacher gives the students evaluation to measure the students ability	✓	
12.	The teacher gives keyword to the students.	✓	

TABLE 4. 10
THE RECAPITULATION OF OBSERVATION FOR TEACHER "B"

No	Aspects of observation	Categories	
		Yes	No
1	The teacher introduces the material in reading text to the students.	2	2
2	The teacher stimulates interest to the students in reading text.	2	2
3.	The teacher asks the students to read the reading text.	3	1
4.	The teacher helps the students to finds general and specific information from the reading text.	3	1
5.	The teacher gives opportunities to the students to discuss each other about reading text.	2	2
6.	The teacher gives opportunities to the students to express their idea and opinion.	3	1
7.	The teacher gives opportunities to the students to interact among them.	2	2
8.	The teacher gives opportunities to the students to relate the reading text to their own experiences.	2	2
9.	The teacher asks the students to answer the question about the reading text by their own language.	3	1
10.	The teacher explains the difficult word.	1	3
11.	The teacher gives the students evaluation to measure the students ability	2	2
12.	The teacher gives keyword to the students.	3	1
	TOTAL	28	20

The table shows that the result of observation toward the English teacher indicates the number of the answer "Yes" is 28 and for the answer "No" is 20. The following is the percentage of the observation result:

$$\text{"Yes"} = \frac{28}{48} \times 100\% = 58.3 \%$$

$$\text{"No"} = \frac{20}{48} \times 100\% = 41.6 \%$$

Based on observation result above, it can be seen that the teacher implemented many aspects. They are as follows:

1. The teacher stimulates interest to the students in reading text.
2. The teacher asks the students to read the reading text.
3. The teacher helps the students to find general and specific information from the reading text.
4. The teacher gives opportunities to the students to discuss each other about reading text.
5. The teacher gives opportunities to the students to express their idea and opinion.
6. The teacher gives opportunities to the students to interact among them.
7. The teacher gives opportunities to the students to relate the reading text to their own experiences.
8. The teacher gives the students evaluation to measure the students' ability.
9. The teacher gives keyword to the students.

Then, the aspects that are not implemented by the teacher can be seen as follows:

1. The teacher does not introduce the material in reading text to the students.

2. The teacher does not stimulated interest to the students in reading text
3. The teacher does not explain the difficult word.

B. The Data Presentation (Interview)

The writer also collected the data that have been gathered from interview. The writer directly asked the English teacher especially reading teacher concerning the factors that influenced the Implementation of Teaching Reading Based on Competency-Based Curriculum (CBC) activities.

Afrini, S. Pd said that:

" In my mind CBC is an active and creative curriculum especially in teaching reading. Basically, the success of CBC bases on teacher. Why I say like this, because if the teacher is not creative in preparing the material, the teaching learning process will look like teacher-center/teacher-oriented. Practically CBC tends to make/create students creative or we call it "student-center". In CBC, teacher is just a facilitator. So, CBC is good to implement in teaching learning process ".

Based on the explanation above, it can be concluded that the teacher has good perception on CBC. From the interview, it can be assumed that the factors influencing on the implementation of CBC are teacher and material preparation.

In addition, Zamharil, S. Pd said that:

" I have been teaching here more than ten years. Over here, I usually get easiness in teaching reading because the students are motivated, and this school has facilities especially for English subject. For example, English books, English news paper and English library ".

Based on this statement, students and facilities contribute to the success of CBC.

Finally, it be concluded that there are four factors that influence the implementation of teaching reading based on Competency-Based on Curriculum (CBC) in English Teaching at the First Year Students of SMP Babussalam Pekanbaru. They are as follows:

1. Teacher

Teacher takes the important role in teaching learning process. It means that the success of teaching learning process is influenced by the teaching activity (the ability of teacher to teach). Based on the results of observation the writer claimed that the teachers do implement teaching reading based on competency-based curriculum.

2. Students

Students also take part in teaching and learning process. Based on the observation the writer concludes that the students have motivation to study English, especially to study reading.

3. Facility

The writer got that there are complete facilities in this school. It can be seen that there was English programs, English library and complete English book.

4. Materials

Materials also contribute to the success of CBC because they determine whether the classroom is teacher-center or student-center.

C. Data Analysis

As mentioned in the previous chapter that qualitative descriptive technique is used to analyze the data in this research. Descriptive technique with percentage is divided into two categories; firstly, qualitative that describes the data by words or sentences. Secondly, quantitative that provides the data by percentage or digit.

To identify which category the implementation of teaching reading based on competency-based curriculum in English teaching at the first year students of SMP Babussalam is, it is initially necessary to find out the category of the teacher's implementation of teaching reading based on competency-based curriculum. It can be seen below:

1. 76 – 100% = Good
2. 51 – 75% = Enough
3. 26 – 50% = Less
4. Less than 25% = Bad

The formula of analysis used in the research is as follows:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = Frequency of score

N = Total score (Sudijono, 1997: 40)

TABLE 4. 11
THE RECAPITULATION OF OBSERVATION

No	Names of Teacher	Yes	No
1.	Afrini, S. Pd	30	18
2.	Zamharil, S. Pd	28	20
	TOTAL	58	38

Based on the observation recapitulation to English teacher. It can be analyzed that there are 58 answers for 'yes' and 38 answers for 'no'. To obtain the percentage of the implementation of teaching reading based on competency-based curriculum in English teaching at the first year students of SMP Babusslam Pekanbaru can be seen below:

$$P = \frac{58}{96} \times 100\% = 60.41\%$$

From this result, it can be obviously said that the implementation of teaching reading based on competency-based curriculum is categorized into enough.

D. The influential factors for the implementation of teaching reading competency-based curriculum

There are 4 factors that influence the implementation of teaching reading based on competency-based curriculum in English teaching at the first year students of SMP Babusslam Pekanbaru. They are:

1. The teacher

Based on the data collected in this research, it is clear that the teacher do implement well the teaching reading based on competency-based curriculum. The reason of this statement is he has very short time and he can teach reading well to the students. On the other hand, the teacher's method in teaching is interesting.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From the research findings, it can be shortly concluded that 1) the implementation of teaching reading based on competency-based curriculum is categorized into enough (60. 41), and 2) there are 4 factors that influence the implementation of teaching reading based on competency-based curriculum in English teaching at the first year students of SMP Babusslam Pekanbaru, namely:

1. The teacher

Based on the data collected in this research, it is clear that the teacher do implement well the teaching reading based on competency-based curriculum. The reason of this statement is he has very short time and he can teach reading well to the students. On the other hand, the teacher's method in teaching is interesting.

2. The students

From the data collected, it is clear that the students do have motivation to study English, especially to study reading. Furthermore, they do have good attitude toward English, because of that the teacher get difficulties tot teach them. The students more active and do give attention to teaching and learning process.

3. The facility

Based on the data obtained by the writer, it is clear that in SMP Babussalam does have complete facilities to support English teaching to support the

students to have good attitude toward English. Besides, this school does have library and complete English books.

4. Materials

Materials also contribute to the success of CBC because they determine whether the classroom is teacher-center or student-center.

B. Suggestion

Based on the findings above, the writer needs to give several suggestions:

1. The teachers should improve their ability in teaching reading based on Competency-based Curriculum. They should use appropriate methods and techniques to their students in order that the learning ends can be achieved successfully.
2. The teachers should provide interesting, authentic and good materials to the students. Besides, the teachers should be able to adapt inappropriate materials provided in the textbook.

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Appendix I

THE IMPLEMENTATION OF TEACHING READING BASED ON COMPETENCY-BASED CURRICULUM (CBC) IN ENGLISH TEACHING AT THE FIRST YEAR STUDENTS OF SMP BABUSSALAM PEKANBARU

Teacher's Name :
Class :
Observation :
Day/date :

No	Aspects of observation	Categories	
		Yes	No
1	The teacher introduces the material in reading text to the students.		
2	The teacher stimulates interest to the students in reading text.		
3.	The teacher asks the students to read the reading text.		
4.	The teacher helps the students to finds general and specific information from the reading text.		
5.	The teacher gives opportunities to the students to discuss each other about reading text.		
6.	The teacher gives opportunities to the students to express their idea and opinion.		
7.	The teacher gives opportunities to the students to interact among them.		
8.	The teacher gives opportunities to the students to relate the reading text to their own experiences.		
9.	The teacher asks the students to answer the question about the reading text by their own language.		
10.	The teacher explains the difficult word.		
11.	The teacher gives the students evaluation to measure the students ability		
12.	The teacher gives keyword to the students.		



DEPARTEMEN AGAMA
UNIVERSITAS ISLAM NEGERI
SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH

Alamat: Jl. R. H. Soebrantas km. 15 Tampan Pekanbaru 28293 PO. Box 1004
Telp: (0761) 28334 Fax: (0761) 21129

Nomor : IN/13/PT.I/PP.01.1/534/2005
Sifat : Biasa
Lamp : -
Hal : *Pembimbing Skripsi*

Pekanbaru, 26 Februari 2005

Kepada Yth.
Sdr. Drs. Kalayo, MA.TESOL
Dosen UIN Suska Riau
Pekanbaru.

Assalamu'alaikum wr, wb

Dengan hormat,

Bersama ini kami minta kiranya Saudara bersedia sebagai Pembimbing dalam penyusunan Skripsi Mahasiswa :

Nama : Nurul Ahyar
NIM : 10014017171
Jurusan : Pendidikan Bahasa Inggris (PBI)
Judul : Implementation of Competency Based on Curriculum in English Teaching by English Teacher at the first year Students of MAN I Pekanbaru.

Kepada Saudara diminta memberikan bimbingan yang menyangkut Ilmu Pendidikan Bahasa Inggris (PBI) serta hal-hal yang berhubungan dengan Redaksi dan teknik penulisan Skripsi, terlampir dikirimkan judul/out-line dari Skripsi tersebut. Kami harapkan bimbingan tersebut selesai dalam waktu maksimal 6 (enam) bulan.

Atas perhatian, kesedian serta bantuan Saudara diucapkan terima kasih.

Assalam
an, Dekan,
Pembantu Dekan I
Drs. Mas'ud Zein, M. Pd
NIP. 130234595

Tembusan :
Yth. Dekan Fakultas Tarbiyah UIN Suska Riau

THE WRITER'S CURRICULUM VITAE

Nurul Ahyar is the tenth child of eleventh of Mr. H. M. Istat and Mrs. Siti Sapurah couple. He was born in Dumai on Januari, 12th 1982, graduated from Elementary school of 021 Dumai kec. Dumai Timur in academic year 1994.

Then, continued his study at Junior High School of Al Huda and graduated in academic year 1997. Then, he continued his study at Islamic Senior High School Dumai and graduated in academic year 2000. After that, he continued his study at English Education Department of UIN SUSKA PEKANBARU RIAU and finished his thesis in academic year 2007.

On june, 20th 2007, he got married with Rahmi, SE. The daughter of Mr. fachruddin and Mrs. H. Alyasman Ilyas.

During studied at UIN SUSKA, he has already been one of teachers of elementary school of 033 Pekanbaru and then Integrated Islamic Elementary School of Imam Asy Syafi'i Pekanbaru. But, he was teaching at Elementary School BINSUS 077 in Dumai now. Beside he is actively teaching there, he is also as a teacher at the English Course.